

Winslow Township School District

Grade 4-5 Instrumental Music

Unit 2: Instrumental Playing and Technique

Overview: In this unit of study, students will continue to further their fundamentals of performance with a focus on developing rhythmic skills/sixteenth notes, Concert Bb, F, G Major Scales (half notes then quarters), conducting patterns, and music notation. Students will understand sophisticated aesthetic, technological, and notational frameworks that have been put in place to make the performance, writing, and recording of music possible across many cultures.

Overview	Standards for Music	Unit Focus	Essential Questions
<p><u>Unit 2</u></p> <p style="text-align: center;">Instrumental Playing and Technique</p>	<p>1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4e 1.3A.5.Pr6a</p>	<ul style="list-style-type: none"> • Students will be able to recognize how practicing with correct techniques and hard work will ultimately enable students to perform successfully. • Students will be able utilize knowledge of scales, intervals, and musical terminology while performing warm-ups. • Students will be able to show personal growth in their playing each week and perform various songs at appropriate levels for each individual. • Students will be able to demonstrate proper and improper posture through different visual examples • Students will be able to implement and practice proper breath control and breathing techniques and exercises. 	<ul style="list-style-type: none"> • How can a strong foundation of musical vocabulary be useful in playing an instrument? • • How can good practice habits make a better performer and lead to a better performance?
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Knowledge of the fundamentals and different elements of music are essential in learning to play an instrument • It is important to warm up your instrument because it will determine the quality of your tone production. • Good practice habits also will determine the success of a quality performance, whereas bad practice habits can negatively affect performance quality. • Posture and breath support affect sound production. • It is important to tune and take care of an instrument. 	<ul style="list-style-type: none"> • How does proper posture and manipulation of the body create good tone production? • Why must an instrumentalist tune their instrument? 	

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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: Instrumental Playing and Technique	1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.	2	9
	1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.	1	
	1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.	1	
	1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).	1	
	1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).	1	
	1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.	1	
	1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.	1	
	Assessment, Re-teach and Extension		1	

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Unit 2 Grades 4-5		
Enduring Understanding	Indicator #	Performance Expectations
The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
Musicians' creative choices are influenced by their expertise, context, and expressive intent.	1.3A.5.Cr2a	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.	1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire	1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

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Unit 2 Grades 4-5	
Assessment Plan	
<ul style="list-style-type: none"> • Class discussions • Independent & group work/projects • Benchmark assessments • Teacher Observations • Performance Tasks 	<ul style="list-style-type: none"> • Classroom participation • Playing age-appropriate instruments • Participation in various in-class performance activities • Participation in the concert
Resources	Activities
<ul style="list-style-type: none"> • Chromebooks • Group discussions • Manipulatives • SMARTboard / Mimio Technology • Google Applications (Documents, Forms, Spreadsheets, Presentation) • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<ul style="list-style-type: none"> • Daily warm-up exercises • Increasing skill level through working individually and in groups • Studying professional instrumental techniques help to acquire the knowledge and skills to strengthen musical awareness • Achieving fluency by focusing and practicing the given task • Learning to sight read music of different skill levels that will assist students in pieces performed • Learning to play different repertoire from a variety of different time periods and styles • Manipulate bodies into different postures to differentiate between proper and improper posture • techniques • Learn and demonstrate proper breathing techniques • Various group activities which will allow students to peer-critique each other's performance techniques • Demonstrate tuning instrument in different settings

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Instructional Best Practices and Exemplars

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|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 4-5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in music studies in student’s home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary Connections:

ELA Standards:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Social Studies Standards:

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Integration of Computer Science and Design Thinking NJSL 5

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.